

AP Spanish Language

Syllabus

Course description

Course Overview-Goals

This is a fast-paced course designed to develop fluency in the Spanish language. Emphasis is placed on integrating the four skills: reading, writing, listening and speaking. Developing comprehension, refining writing skills, reviewing grammatical concepts and introducing new, more complex structures at the same time as developing a strong command of the Spanish language are the main objectives.

- The class is conducted completely in Spanish and includes frequent writing, active listening, comprehensive readings and extensive interpersonal and presentational speaking skills.
- It is expected that all the students use Spanish and I encourage them to do so to express themselves in a variety of styles and registers. There will be group work, oral presentations and debates that will give the students the opportunities to increase and refine communication skills. [CR1].
- Instructional material sources are authentic, quality and level-appropriate used in the audios/video and written texts such as newspapers, magazine articles, from different countries
- Students will be given different written assignments during the course of the semester. These assignments include: essays, written presentations, letters and others. Students will be given direct guidance in planning organizing and writing these texts.
- Students will read authentic material from: newspapers, magazines, books, internet, others. This will help the students increase their vocabulary and broaden their cultural knowledge in the language, history and culture.

Course Outline

The school uses *Triángulo*, (Wayside) and *Una vez más* (Prentice Hall) as the core materials to teach the AP Spanish Language. The former provides the student a thorough grammar review, which I explained in class if needed and, practice exercises. The students complete the activities at home and we use the exams reviews from the chapters as an assessment. I complement this book grammar explanation with material and exercises taken from another excellent Grammar book: *Gramática básica del estudiante de español* (Difusión). The latter book provides the student with a deeper insight and more examples in the use of grammar in context.

The book *Triangulo* is used as the framework of the AP Spanish language course in order to provide the student with some structure to the course as it presents the format of the AP Spanish language exam and follows well organized sections divided thematically. We cover the vocabulary section for each chapter/topic and I supplement it with more vocabulary related to the topics. The rest of the sections readings, writing, listening and spoken are also supplemented with more material taken from authentic sources.

I create shorter, mock paper for the semester exam, using multiple choice items using past material and/or exercises from other AP exam review books, such as *AP Test Prep Mastering the AP Spanish Placement Exam* Jay Duhl and Felipe Mercado. The questions are similar to the ones that are in the AP exam in format and complexity.

First Semester

Unit consists of:	Chapters from <i>Triángulo</i>	Chapters from <i>Una Vez Más</i>
Unit 1	I. El Hogar y La Gastronomía: aparatos, herramientas, muebles, quehaceres, ropa, comidas, recetas, platos típicos.. etc.	El verbo (presente de indicativo, ser/estar, gerundio, voz pasiva, mandatos)
Unit 2	II. La Salud y El Bienestar: accidentes, partes del cuerpo, emergencias, medicina,	Los tiempos del pasado (presente perfecto, pretérito,

	médicos, hospitales , la alimentación, calidad de vida..etc.	imperfecto, pluscuamperfecto, voz pasiva)
Unit 3	III. EL MEDIO AMBIENTE: al aire libre, animales, tiempo, reciclaje, topografía...etc.	Los tiempos del futuro y del condicional
Unit 4	IV. EL TURISMO: medios de transporte, viajes, agencias, reservas, caminos, culturas extranjeras, destinos, turísticos..etc.	El subjuntivo
Unit 5	VI EL OCIO: arte, ciencia ficción, espectáculos, fiestas, tradiciones , música, sueños, pasatiempos, teléfono, televisión, radio, etc.	Los substantivos y los artículos.

Second Semester

Units consist of:	Chapters from <i>Triángulo</i>	Chapters from <i>Una Vez Más</i>
Unit 6	VI EL OCIO: arte, ciencia ficción, espectáculos, fiestas, tradiciones , música, sueños, pasatiempos, teléfono, televisión, radio, etc.	Los pronombres. Las preposiciones y las conjunciones.
Unit 7	VII EL DEPORTE: actividades, ejercicio, equipos, deportistas, lugares de práctica, acontecimientos deportivos, etc.	Los posesivos y los demostrativos
Unit 8	VIII EL COMERCIO: finanzas, profesiones, tiendas, trabajos, agencias de reclutamiento, el paro, las relaciones comerciales, etc.	8. Las palabras interrogativas y exclamativas.
Unit 9	IX. El PRÓJIMO: características físicas, emociones, familia, personalidad, relaciones sociales, etc.	Los adjetivos, los adverbios, los comparativos y los superlativos.

Unit 10	X. DE TODO UN POCO: avances tecnológicos, leyes, policía, política, el futuro, educación, etc.	Más sobre los verbos
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Sample Classroom Activities

Listening Skills

Selected audios from different sources containing varied themes (e.g. Deportes, noticias de actualidad, reportajes etc.) are given to the students to listen, more than once at the beginning of the year for an auditory stimulus. Later in the year the audio is played only once. The goal is for the students to listen for controlled information, taking notes on it so they can outline the information, complete grids learning to extract the main ideas.

Students work in pairs or in groups to discuss and compare their notes the audio and provide specific details that support their answer.

Students apply this strategy individually when using audio sources as inputs for the essay and formal speaking sections of the AP exam.

Reading skills

Reading comprehension practice is done daily using different materials. From reading exercises from AP books (see Bibliography at the end) to reading from authentic sources such as newspapers, articles from magazines, transcripts from audios and short stories such as *"La siesta del Martes"*, de *Gabriel García Márquez* y *"No oyes ladrar los perros"*, de *Juan Rulfo*. Students learn and improve their vocabulary and other features (e.g. text development sequence) through reading, answering comprehension questions related to the readings, discussing their answers and interpretations of the readings (practicing oral skills also) and writing about it. (C7)

Writing Skills

Students make weekly entries in their diaries of one page in length or more. Most compositions model the format of the AP exam. However creative writing compositions are also assigned on different and relevant topics such as: current and social events, sports, opinion, (e.g. immigration, policies to protect the environment etc.)

Informal writing is given to students frequently following the 10 minute time frame given in the AP exam. These are assigned as homework or done during class time. I correct them individually or I take some examples and we make group corrections.

Formal writings essays are done in class in order to stimulate class conditions. Although some times I ask the students to write free essays (movie reviews, summaries and so on) at home and I correct them. The students can rewrite to improve their writing proficiency the essay after conferencing with me.

Final corrections are made using the AP scoring guidelines.

I provide the students with authentic written material: newspapers, magazines, articles, contemporary literary excerpts, short narratives and so on. The students can identify and synthesize the main points and important details, make appropriate inferences and predictions from a written source. Instruction is provided in brain storming, pre-writing, editing, writing and introduction/conclusion, analysis and synthesis together with tools to allow the student to be able improve their writing skills using connectors and adequate vocabulary so they use the right transition words to improve their writing skills.

Speaking skills

Speaking opportunities are given to the student at all times to express themselves from informal interpersonal opinions, small talk, ask questions to formal presentations on

different topics (e.g. Nobel prize writers in Spanish,) that follow the AP format and show the students' ability to compare and contrast well organized, accurate, cohesive and coherent information that include social and/or cultural references.

As a native speaker I use the Spanish at all times and encourage the students to do the same in the class, even to ask the smallest questions or to comment on their weekend. Topics given for conversation are varied: from more controversial e.g. immigration in the Europe and in the USA, to less controversial ones such as movie reviews or adolescents' interests (sports, music and so on). (C5). Discussions are done in small groups to start and after 10 minutes each group reports to the class, inviting the others to share their opinions and showing opinion, agreement and/or disagreement.

Bibliography and Resources

Main Text

Gatski, Barbara and John McMullan. *Triángulo*, 4th ed. Sándwich, Massachusetts: Wayside Publishing, 2006.

E-mail: wayside@sprintmail.com toll-free (888) 302-2519

Other Texts

Judy. *Abriendo puertas: Lenguaje*. Illinois: McDougal Littell, 2007

Nexttext. *Abriendo puertas; Antología de literatura en español*. Illinois:

McDougal Littell, 2003.

Díaz, José M and Stephen Collins. Abriendo paso Lectura (and ancillaries) Needham,Massachusetts: Pearson/ Prentice Hall 2005.

Díaz, José M., Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*. 3rd ed. White Plains, New York: Prentice Hall, 2006.

Kanter, Abby. Encuentros maravillosos: Gramática a través de la literatura. Needham,Massachusetts: Pearson/ Prentice Hall, 2005.

Jay Duhl and Felipe Mercado. AP Test Prep Mastering the AP Spanish Placement Language Exam, (EMC Publishing, 2008)

Nuevas vistas uno (and ancillaries), Nuevas vistas dos and ancillaries:
Austin: Holt, Rinehart and Winston. 2003

Walqui-VanLier, Aida. Sendas literarias dos Pearson/Prentice Hall.

Zayas-Bazán, Eduardo. Conexiones Comunicación y cultura. Needham,
Massachussetts: Pearson/ Prentice Hall, 2005. [C2]

Web Sites

RTVE, noticias, reportajes, series, etc.

www.rtve.es

BBC Mundo.com

<http://news.bbc.co.uk/hi/spanish/news/>

Biblioteca Virtual Miguel de Cervantes

www.cervantesvirtual.com

The City: La ciudad. (PBS)

www.pbs.org/itvs/laciudad/index.html

EuroNews

www.euronews.net/create_html.php?page=home&lng=5

Instituto Cervantes

<http://www.cervantes.es/default.htm>

Internet Activities for Foreign Language Classrooms

www.clta.net/lessons/

Materiales (Ministerio de Educación y Ciencia de España)

www.sgci.mec.es/usa/materiales/

Magazine of Spanish as a Foreign Language, Revista de Didáctica Español como Lengua Extranjera, with materials and activities such as songs, readings, Films classified by levels.

www.marcoele.com

Spanish as a foreign Language page with many sections.

<http://www.elenet.org/sitio/mapa-del-sitio.asp>

Resources for Spanish teachers. Activities to learn Spanish by levels

www.todoele.net

Newspapers on line:

The page below provides a link to access the most important Spanish Online Newspapers including: El País, El Mundo, ABC; (Spain), La capital, Clarín (Argentina), Diario Tiempo, (Honduras), La Hora, (Guatemala), La estrella de Puerto Rico, (Puerto Rico), La Crónica de Hoy, México, and many more

<http://multilingualbooks.com/online-newspapers-spanish.html>